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ABSTRACT

This paper explores the professional development experiences of nine graduate students working on their doctoral degrees in foundations of education. The experiences of these students illustrate the need for enhanced professional development of future teachers and leaders in foundations of education. These students came to foundations of education as a second career. They were eager to learn their new professional roles and motivated to work with students. Some of the students had close relationships with mentors; others did not. The close knit group of graduate students provided support for each other. Findings from the narratives of these students show that it is important to note that there must be recognition by students and faculty alike that professional development is a necessary and vital part of the curriculum for doctoral students. The paper also reviews some ideas for professional development for graduate students, including: (1) mentoring; (2) attending research conferences; (3) focusing on student goals and beliefs; (4) using portfolios; (5) attending seminars; and (6) practicing "duography" as an arts-based form of qualitative research. A praxis model for professional development is presented in table form. (SLD)

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GRADUATE STUDENTS IN FOUNDATIONS OF EDUCATION: CALL FOR PROFESSIONAL DEVELOPMENT IDEAS

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American Educational Studies Association
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November 2, 1997

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Introduction

Doctoral students, if given a chance, are eager to engage in the work of academic leadership, even at the beginning of their careers. A major factor in enhancing their willingness to assume an active role is their encounter with faculty members. Mentor relationships between faculty and doctoral students encourage collegiality and mutual responsibility for learning. Graduate training of doctoral students must include preparation for the full range of professional responsibilities, including teaching, research and service.

Professional development is so crucial to foundations of education programs that it is one of the eight standards by The Council of Learned Societies in Education.[1] Professional development is also noted in a statement by one of the candidates this year for the Executive Council for American Educational Studies Association. Denise Knapik wrote:

> ... AESA should also establish a network of faculty mentors to assist graduate students in foundations with research and with job seeing strategies. AESA can demonstrate our commitment to the future of the foundations profession by maintaining a network of mentors in a variety of institutions, to provide a means for our graduate students to explore informally possibilities for a match with the type of environment that best suits their particular research, teaching and service interests and talents[2].

Our professional organization recognizes the importance of professional development for faculty, one of our leaders in AESA is advocating professional development of graduate students, and graduate students are eager for opportunities with faculty for their own professional

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[1]Standard VIII: Qualifications and Professional Development of Faculty in Foundations of Education, Educational Studies, and Educational Policy Studies, *Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies,* Second Edition, 1996.

[2]Newsletter of AESA, October 1997.

development. A related question is *what is happening in our foundations of education programs regarding the professional development of graduate students*?

This paper will speak to our experience at Kent State University, actually a variety of different experiences, even within the same program. Our goal is not to praise nor to criticize our program but rather to elicit you in the audience to examine your own institution's efforts to develop your Ph.D. students professionally.

Who Are Our Students in Foundations of Education?

We had originally hoped that the professional literature would assist us as we contemplated the professional development of graduate students within foundations of education. Yet the literature search produced articles about the professional development of graduate students in general (see a summary of that search later in paper). To focus more on graduate students in foundations, we have taken a narrative approach in describing the professional development of a group of Ph.D. students in the foundations program at our institution to illustrate what we believe is a call for an enhanced program for the future teachers and leaders in foundations of education.

First, meet Chris, the co-writer of this paper, who unfortunately was unable to attend the conference. She is an artist and teacher. Until this past year, she was a full-time Ph.D. student with a teaching fellowship. Now ABD, she is teaching art in an urban public school. Single and forty-four years of age, she nursed her terminally-ill father for the first year of her doctoral work.

While Chris was a full-time student, I have taken doctoral courses part-time, maintaining a full-time job at a nearby medical college, as a counselor/advisor to medical students. I have a Master's degree in social work, and worked ten years in social services before returning to higher

education. I got married while in the program, to a man with three children. I am close in age to Chris.

Another full-time art teacher and part-time student, Barb, has a background in special education and art therapy. She is in her forties and recently separated.

Deb, a former student advisor at a nearby university, switched to Kent and became a full-time student in foundations, as a teaching fellow. Currently, she is also ABD. Deb is in her early 30's, lives with her parents, and has chronic back problems.

Aldena is a full-time student, with a teaching fellowship, currently ABD. She is a single parent, about 30 years old, and African-American.

Dave, another teaching fellow, currently ABD, began his work and academic career in the theater. Currently he has a position with a local community theater. He is also about 30, recently having gone through a divorce.

Hauwa, from Niger, is a full time doctoral student as a teaching fellow. She did her master's work in foundations. A former teacher, with a husband and children back home, she will return to Niger once she completes her degree.

Todd, another full-time student and teaching fellow, is still taking course work. He is a former premed student who chose to switch to a Ph.D. program because of the lifestyle. He is about 30 years old, married with two young children.

Lastly, Don is another former social worker, who came to graduate school to pursue a Ph.D. in psychology. He quickly switched to foundations, had teaching fellowships and several years as a part-time instructor at Kent. Currently he is completing his dissertation. He is single, in his mid-forties. He nursed his late father through a long illness during his doctoral studies.

These narratives demonstrate the diversity and uniqueness that each student brings to the department. As you can see, all have entered foundations as a second career. Freidus and Krasnow (1991) describe the following five themes for second career teachers:

1. Understand professional roles quickly;
2. Bring valuable knowledge and skills from previous careers;
3. Care a great deal about children;
4. Aware of social issues as these relate to education;
5. Utilize research and reflection in order to arrive at second career decisions.[3]

Knowing the students that we have presented to you here, these themes describe their past and present focus. They want to quickly learn what their new role professionally will be in foundations of education. They bring experience, knowledge and skills from other positions; they are motivated to work with those who want to learn; they are connected to relevant social issues and they think through their decisions, utilizing existing sources of information.

These themes also describe a potential future focus for these individuals. Once these students learn their new professional roles, they can contribute to the profession by teaching, conducting research and providing service in a variety of settings. By bringing valuable experience and skills to their new role, they will integrate foundations with new approaches, from other disciplines. With their motivation to care for children, they will focus on the role of the learner in the teaching/learning relationship. By staying connected to social issues, they will alert foundations to the current social forces impacting education. By reflecting and researching

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[3]Freidus, H. and Krasnow, M. "Second career teachers: Themes and variations," Paper presented at the Annual Meeting of the AERA. Chicago, Illinois, April 3-7, 1991.

major decisions, these second-career teachers will thoughtfully contribute to the field.

By appealing to the professional development of students like those we present in this paper, we hope to add to one of the greatest assets any program has to offer - those who will enter the field and carry on its purposes.

Our Professional Development Experiences While in Foundations

While we cannot speak to all of the students' professional development experiences in foundations, we can describe our opportunities. First, Chris' experience with a mentor was most valuable. In fact, her mentor was the one who motivated her to begin doctoral studies, after taking master' level courses from him. She worked closely with him from the beginning of her doctoral work, obtaining necessary information about not only courses to take, but professors to seek out, professional organizations to join, and journals to subscribe to. She felt priviledged to have such a relationship with her advisor/mentor. This relationship came through to an abrupt halt, right before her comprehensive exams, when he took early retirement, due to a buy-out program. Chris did not have an opportunity to work further with this mentor and had to scramble to find another advisor for the next and last phases of her doctoral work. A mentor relationship has not developed with her new advisor.

Chris' experience with her doctoral residency seminar, was mixed. She began the first semester of it late in her course work and yet found that there were students there who were just beginning their program. She also found that in addition to foundations students, there were students from the department of curriculum and instruction. This diversity in experience and in the program resulted in a split within the group that never came together in any kind of unity. For the second semester of her required residency seminar, Chris creatively, and against

departmental advice, took an independent study.

I, on the other hand, have not had a close mentor relationship during my studies. I attribute this to my part-time student status. A close-knit group of fellow doctoral students, and a variety of faculty members have provided valuable information and role modeling for me to consider. A major qualitative research project, initiated during course work with one faculty member, opened my eyes to research opportunities. This was such a positive experience that I presented this research project at two difference professional conferences.

Also, during one semester of my required residency seminar, our small group of students organized and led a comparative educational regional conference. This responsibility and experience expanded my self- concept as an educator. In putting on this conference, we published a brochure, communicated with other educators/conference participants, and facilitated discussion during the actual presentations.

Lastly, for this very meeting of AESA, I collaborated as you know with one of my fellow doctoral students for a presentation, but I also sought out an opportunity with my advisor for second presentation. This other presentation has allowed me to get to know this advisor more closely, by meeting individually and regularly to prepare our paper. The process has been so positive and the outcome so productive, that the topic for my dissertation is evolving from that paper.

What we have highlighted here for you are the mentor relationships and the group process through a residency seminar experience that demonstrate some of the factors involved in professional development of students. It is important to note that first and foremost there must be a recognition by students and faculty alike that professional development is a necessary and

vital part of any curriculum program for doctoral students. Often called the "hidden curriculum," we advocate for more clearly defined and explicit efforts on the part of students, faculty and foundations departments to make professional development a part of all students' doctoral work. The various ways in which that opportunity presented itself for both of us involved mentor relationships with faculty, attendance and participation at professional conferences and meetings, group processes with fellow doctoral students. Additional ideas for professional development are reviewed below.

How to Enhance Professional Development of Students

The literature in ERIC (Educational Resources Information Center) offered ideas about how to provide opportunities for professional development of graduate students. **Mentoring** is described as an effective tool in developing the graduate students' professional development.[4] [5] [6] [7] An added benefit to faculty who engage in Mentoring is the shared responsibility for mutual

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[4]Steele, R. "Mentoring: An effective tool for retention of minorities." October 1991.

[5]Bova. B. and Phillips, R. "The mentoring relationship as an educational relationship," paper presented at the National Conference of the Adult Educational Association of the USA. November 1982.

[6]Spray, K. "Mentoring: Utilizing this relationship in the graduate education of psychology students and possible concerns." 1994.

[7]Baker, M. "Mentoring as teaching and learning," paper presented at the Annual Meeting of the Conference on College Composition and Communication. March 31-Aril 3, 1993.

learning and collegiality[8] and mentor satisfaction[9]. **Attending research conferences;**[10] **specific research conferences** such as AERA, contributes to a graduate student's connection to a professional identity. **Students' goals and beliefs** are also suggested as a way of addressing students' professional development by Hansen. [11] He writes that it is the whole person, their intellect as well as their attitude that must be addressed when trying to develop professional identity in teachers. **Portfolios**[12] are mentioned as a way of reflecting and developing professionally. **Seminars**: **reflecting on the responsibilities of college teachers** [13] are also mentioned in the literature as another way to prepare graduate students by providing opportunity for reflection and integration of various teaching roles within the university. **Duography**,[14] an arts-based form of qualitative research in which a mentor-mentee chronicle their relationship in a

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[8]Elton, L. and Pope, M. "Research supervision: The value of collegiality," *Cambridge Journal of Education*. V19 n3 p267-76 1989.

[9]Spray, Ibid.

[10]Davis, S. "Research conferences, professional development, and the graduate student," paper presented at the Annual Meeting of the American Psychological Association, August 24-28, 1984.

[11]Hansen, E. "The role of goals and belief systems in the acquisition of ill-defined professional skills: A case study," a paper presented at the Annual Meeting of the American Educational Research Association, April 4-8, 1994,

[12]Jensen, F. Saylor. C. "Portfolios and professional development in the health professions," *Evaluation & the Health Professions*. V17 n3 p344-57 Sep 1994.

[13]Slevin, J. "The next generation: Preparing graduate students for the professional responsibilities of college teachers," 1992.

[14]Diamond, C. and Mullen, C. "Beyond the Mentor-Mentee Arrangement. Co-authoring forms of post-mentorship," a paper presented at the Annual Meeting of the AERA, April 8-13, 1996.

retrospective written account, is described as a means to extend ways of thinking about and practicing the mentorship of graduate students. All of these methods show promise in encouraging professional development among graduate students in foundations.

Praxis Models for Professional Development

Combining theory with practice, we submit the following table as a praxis model for professional development. We have built upon the work of Weil et al and Brown and Krager and then have added a column for professional development strategies:

Model	**Major Theorist**	**Mission or Goals**	**Professional Development Strategies**
Science Inquiry Model[15]	Joseph Schwab	Teach research system as a discipline but also apply methods to other domains.	Comparative Research Design course. Integrate qualitative with quantitative methods. Encourage students to submit research projects to professional conferences. Have graduate students sponsor a poster day in which research projects are displayed.

[15]Marsha Weil, Bruce Joyce, and Bridget Kluwin. *Personal Models of Teaching: Expanding Your Teaching Repertoire*. Prentice Hall, New Jersey. 1978.

Group Investigative Model[16]	John Dewey	Develop skills for participatory democratic social process through interpersonal and academic inquiry skills. Personal development are outgrowths of this model.	Students develop a professional development plan, including a personal mission statement with their mentor. This plan is periodically revisited and updated through doctoral work.
Nondirective Model[17]	Carl Rogers	Build the capacity for personal development in terms of self awareness, understanding, autonomy and self-concept.	Students and their advisor begin a joint journal, a duography, in which the Mentor/Mentee relationship is chronicled. Students also maintain a professional portfolio
Synectics Model[18]	William Gordon	Personal development of creativity and creative problem-solving.	The department creates an annual award for academic projects that demonstrate creativity. These projects are recognized and displayed. Also, students who want to develop alternative methods for professional development are encouraged to do so.

[16]Ibid.

[17]Ibid.

[18]Ibid.

Ethical Model[19]	Robert Brown and LuAnn Krager	Emphasis on five principles important to analyzing professional ethical issues: autonomy, nonmaleficence, beneficence, justice, and fidelity.	Faculty and graduate students together develop a departmental mission statement, including a set of ethics to aspire to and adhere to in graduate education.

The transformation of doctoral students to committed professionals and the socialization into professional roles requires that foundations of education programs develop professional development strategies. To assume that professionalism will "just happen" is to leave this important part of doctoral students' education up to chance. From the beginning of our profession, John Dewey wrote of education and growth, saying education is its own end, continually reorganizing, reconstructing, transforming. Thinking is an explicit rendering of the intelligent side of experience.[20] Are our foundations departments in Colleges of Education throughout the country discussing this concept of growth and experience with their graduate students? Are our Colleges of education addressing this concept by providing creative ideas and programs for graduate students which implement opportunities for reflective thinking about experience, professional identity and ongoing development? Are we providing professional role models and mentors who encourage "personal mastery?" a concept synonymous with "lifelong

[19]Robert D. Brown and LuAnn Krager. "Ethical Issues in Graduate Education: Faculty and Student Responsibilities," *Journal of Higher Education* Vol 56, No4 (July/August 1985).

[20]John Dewey. *Democracy and Education*. New York: Macmillan. 1926.

leaner."[21] Are our graduate students calling for professional development from their faculty? A commitment to professional development provides an opportunity to bridge the schooling of graduate students with the education of professionals by developing their identity and ongoing growth. Foundations of education programs interested in graduate students as human beings, intricately involved in various educational systems over a lifetime, can create true learning communities among its constituents.

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[21]Peter Senge. *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York: Currency Doubleday. 1990.